

## REVISED EQUALITY, DIVERSITY &amp; INCLUSION ACTION PLAN: June 2013

EDI Duty or Theme	Ref	Objective	Specific Actions	Target Completion Date	Person Responsible	Success Criteria	Progress
<b>Advancing Equality</b> (cross-college)	1.1	To ensure SES complies with revised Equality Duties for Duties for Colleges	<ul style="list-style-type: none"> <li>Review SES and EDI Action Plan for compliance with revised Specific Duties for Colleges</li> </ul>	July 13	Vice Principal Resources	<ul style="list-style-type: none"> <li>SES reviewed and re-launched</li> <li>EDI Action Plan reviewed and relaunched</li> <li>SES &amp; A/Plan approved by SLT, governors &amp; EDI committee</li> </ul>	<ul style="list-style-type: none"> <li>Review of SES and EDI Action Plan completed by external consultant</li> </ul>
	1.2	To re-launch the E&D Committee with new representatives and functions	<ul style="list-style-type: none"> <li>Identify volunteer EDI Champions from each department &amp; service area</li> <li>Agree new Terms of Reference</li> <li>Provide appropriate training</li> </ul>	June 13	Principal	<ul style="list-style-type: none"> <li>EDI Champions identified in all areas</li> <li>New EDI Committee in place with revised ToRs</li> <li>Initial EDI training delivered</li> </ul>	Re-Launched
	1.3	To improve internal marketing of EDI using displays, college website and other appropriate initiatives	<ul style="list-style-type: none"> <li>Promote positive images via displays, publicity materials and website</li> <li>Develop EDI web pages to provide relevant up-to-date information</li> <li>Community/ cross-college events that celebrate EDI</li> </ul>	Sept 13	Heads of Marketing, Quality & Student Services	<ul style="list-style-type: none"> <li>Displays/ publicity materials reflect college/ social diversity</li> <li>E&amp;D is prominent on college website and staff intranet</li> <li>Relevant events are well attended</li> <li>Students give positive feedback</li> </ul>	<ul style="list-style-type: none"> <li>Posters on display across the college</li> <li>LGBT/ other relevant events organised</li> <li>E&amp;D I Intranet content improved</li> </ul>
	1.4	To review and existing Codes of Conduct for staff and learners	<ul style="list-style-type: none"> <li>Develop and re-launch single, streamlined CoC that applies to both staff and learners</li> </ul>	Sept 13	EDI Committee	<ul style="list-style-type: none"> <li>Revised CoC approved by SLT, governors &amp; EDIC and relaunched</li> </ul>	<ul style="list-style-type: none"> <li>Completed</li> </ul>

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<b>Advancing Equality</b> (cross-college)	1.5	To ensure Governors are trained and involved	<ul style="list-style-type: none"> <li>• EDI training for governors</li> <li>• EDI Governor to be nominated</li> <li>• Governors to receive annual EDI report (see 4.?)</li> </ul>	Jan 13	Clerk to Corporation	<ul style="list-style-type: none"> <li>• Governors receive EDI training and give positive feedback</li> <li>• EDI governor attends relevant meetings/ events</li> <li>• Governors receive annual EDI reports</li> </ul>	<ul style="list-style-type: none"> <li>• Governor training delivered Jan and July 13 with positive evaluations</li> <li>• EDI governor nominated</li> </ul>
	1.6	To ensure WBL providers, suppliers and sub-contractors understand and adhere to the college's EDI commitment	<ul style="list-style-type: none"> <li>• All contracts to include a requirement to meet the college's EDI commitment</li> <li>• All suppliers and sub-contractors issued with a copy of the revised SES</li> <li>• Existing contractors required to sign revised Code of Conduct for Contractors</li> </ul>	July 13	Head of Finance, Head of Business Development	<ul style="list-style-type: none"> <li>• Contracts and CoC for Contractors amended to include explicit EDI clause</li> <li>• All suppliers agree to act in line with college SES by signing revised Code of Conduct for Contractors</li> </ul>	<ul style="list-style-type: none"> <li>• Completed</li> </ul>
	1.7	To ensure all policies and procedures are EDI Impact Assessed	<ul style="list-style-type: none"> <li>• Identify revision and I/A dates for all current policies &amp; procedures</li> <li>• Provide I/A training to identified staff</li> <li>• Ensure completed I/As go to EDI Committee for scrutiny/ validation</li> </ul>	July 13	Director of Quality, Head of HR, Corporation Clerk	<ul style="list-style-type: none"> <li>• Up to date EDI Impact Assessment Schedule in place</li> <li>• Completed I/As are centrally held with DoQ and published on-line</li> </ul>	<ul style="list-style-type: none"> <li>• Streamlined plan in place</li> <li>• EDI I/A guidance currently under revision</li> <li>• EDI I/A training Completed</li> </ul>

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<b>Advancing Equality</b> (cross-college)	1.8	To improve staff knowledge and competence in EDI	<ul style="list-style-type: none"> <li>Establish a comprehensive EDI staff development programme for all staff</li> <li>Train curriculum staff in classroom delivery</li> <li>Train Teaching Coaches in integrating EDI in the curriculum</li> <li>Provide EDI in Recruitment &amp; Selection training for HR staff</li> <li>Raise staff awareness of Autism Spectrum</li> <li>Ensure SES is published on Intranet</li> </ul>	Sept 13	Director of Quality, Heads of HR & Student Services, ALS Manager, HoF Foundation Learning	<ul style="list-style-type: none"> <li>E&amp;D Staff Development delivered</li> <li>Attendance lists show maximum attendance</li> <li>Positive training evaluations from majority of participants</li> <li>Evidence that Training has promoted greater staff confidence to challenge inappropriate language and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>College-wide E&amp;D training delivered</li> <li>Training on Differentiation for Learner Success, ALS specific needs and Self-Harm awareness</li> <li>SES on website</li> <li>Further training planned (July/September 13)</li> <li>Online staff induction/ refresher resource planned for Sept 13</li> </ul>
	1.9	Improve Manager's knowledge and competence in EDI	<ul style="list-style-type: none"> <li>SLT ,HoFs and HOF's to complete NCFE level 2 in E&amp;D</li> <li>Identify responsible Senior Manager</li> <li>EDI Committee members to be offered NCFE level 2 in E&amp;D</li> </ul>	July 14	Director of Quality, Head of HR Teacher Education & Support Manager, SLT, HoFs	<ul style="list-style-type: none"> <li>All SLT &amp; HoFs gain NCFE qualification</li> </ul>	<ul style="list-style-type: none"> <li>SLT/ HoFs have qualification</li> <li>VP Resources appointed senior manager</li> <li>New NCFE programme to be rolled out in new year. EDI committee members are taking up offer.</li> </ul>
	1.10	To share and promote the values of the Hastings & St	<ul style="list-style-type: none"> <li>Sign Charter</li> </ul>	Sept 11	Principal	<ul style="list-style-type: none"> <li>Charter is signed and approved</li> </ul>	<ul style="list-style-type: none"> <li>Charter has been approved by the</li> </ul>

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		Leonards Equality & Human Rights Charter	<ul style="list-style-type: none"><li>Consider how Charter links to college procedures and student events</li></ul>				college.
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<b>Advancing Equality (curriculum)</b>	2.1	To raise learner awareness of EDI, Safeguarding and College Code of Conduct during Induction	<ul style="list-style-type: none"> <li>Learner Induction to raise awareness of EDI, CoC and Safeguarding issues</li> <li>Tutors to identify any actual/ potential EDI issues in their groups</li> <li>College observation &amp; learner evaluation of induction to be completed</li> <li>EDI issues including all 9 'protected characteristics' to be explored in lessons</li> <li>All SOWs to identify where EDI issues will be covered</li> <li>Ensure SES is publicised &amp; accessible on college web</li> <li>Develop on-line EDI induction resource for learners</li> </ul>	Sept 14	Head of Student Services, Director of Quality	<ul style="list-style-type: none"> <li>Lesson Observation reports confirms EDI, CoC &amp; Safeguarding were included in learner induction</li> <li>All SOWs include references to EDI</li> <li>Feedback via Learner Voice/ Surveys confirms learners feel more safe &amp; secure</li> <li>College data, Learner Voice/ surveys confirm a decrease in discrimination</li> </ul>	<ul style="list-style-type: none"> <li>EDI &amp; Safeguarding included in Induction Checklist</li> <li>SES accessible via website</li> <li>On-line Learner Induction resource planned for Sept 14</li> <li>Plans in place to review existing CoC and re-launch in Sept 14</li> </ul>
	2.2	To improve promotion of EDI in the curriculum	<ul style="list-style-type: none"> <li>EDI promoted via learner induction</li> <li>Active support for teachers to stimulate ideas and develop good practice</li> <li>Centralised EDI resources on WIKI</li> </ul>	Sept 13	Director of Quality, HOF's.	<ul style="list-style-type: none"> <li>SOWs, lesson plans and classroom observations show increased focus on/ evidence of EDI</li> <li>Good range of activities &amp; resources on WIKI</li> <li>Positive feedback from learners</li> </ul>	<ul style="list-style-type: none"> <li><i>Six Key Points – the SCCH Way</i> circulated to teachers</li> <li>Material available on staff Intranet</li> </ul>

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<b>Advancing Equality (curriculum)</b>	2.3	To ensure teaching materials/ activities are appropriate and reflect learners' backgrounds and interests	<ul style="list-style-type: none"> <li>Audit a representative sample of materials/ activities to identify gaps</li> <li>Provide guidance and examples of best practice on WIKI</li> <li>Build capacity of T&amp;L Coaches</li> </ul>	Sept 13	Director of Quality, HoFs, T&L Coaches	<ul style="list-style-type: none"> <li>Audit completed</li> <li>Teachers can access guidance/ best practice examples on WIKI</li> <li>All T&amp;L Coaches received training</li> <li>Positive training evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Training Workshop planned for T&amp;L Coaches (July 2013)</li> </ul>
	2.4	To increase the number of male or female learners in areas of the curriculum where they are under-represented	<ul style="list-style-type: none"> <li>HoFs to use EDI data to set appropriate recruitment targets</li> <li>Marketing to use positive images of under-represented learners</li> <li>Work Based Learning and Business Development team and Course Tutors to pursue proactive strategies</li> </ul>	Sept 13	DP, Directors of Quality, Head of BD Head of Marketing, HoFs, EDI Committee	<ul style="list-style-type: none"> <li>Appropriate targets and practical strategies identified to tackle under-representation in identified areas of the curriculum</li> <li>Course recruitment data shows improved representation</li> </ul>	<ul style="list-style-type: none"> <li>Impossible to address structural inequality in society</li> <li>Support is in place where learners are isolated</li> </ul>
<b>Eliminating Discrimination, Bullying, &amp; Harassment</b>	3.1	To monitor the incidence of discrimination/ inappropriate behaviour on grounds of the 9 protected characteristics	<ul style="list-style-type: none"> <li>Ensure MIS system gathers relevant data from staff/ student discipline, complaints and incident reports</li> </ul>	Sept 13	Director of Quality, Heads of Student Services & MIS	<ul style="list-style-type: none"> <li>Relevant data is available to carry out trend analysis</li> <li>Analysed data shows decreasing trends</li> </ul>	<ul style="list-style-type: none"> <li>Complaints and observations data reveal no significant issues</li> </ul>
EDI Duty or Theme	Ref	Objective	Specific Actions	Target Completion Date	Person Responsible	Success Criteria	Progress
<b>Eliminating Discrimination,</b>	3.2	To use both formal and informal means to confront	<ul style="list-style-type: none"> <li>Raise awareness via lessons, staff meetings,</li> </ul>	Sept 13	Heads of Marketing & HR,	<ul style="list-style-type: none"> <li>Staff development records, lesson</li> </ul>	<ul style="list-style-type: none"> <li>Extensive college-wide</li> </ul>

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<b>Bullying, &amp; Harassment</b>		discriminatory attitudes, language and behaviour	<ul style="list-style-type: none"> <li>campus newsletter etc</li> <li>Provide staff training to ensure understanding of legal requirements</li> <li>Provide training on how to incorporate EDI into the classroom for curriculum staff</li> </ul>		All staff, EDI committee, Director of Quality	observations and learner feedback shows strategy is having a positive impact on attitudes and behaviour	<p>E&amp;D training delivered (see 1.8)</p> <ul style="list-style-type: none"> <li>Further training planned undertaken</li> <li>Online staff induction resource planned for Feb 14</li> </ul>
	3.3	To ensure college environment/ all off site premises are as safe as possible for all staff and learners	<ul style="list-style-type: none"> <li>Ensure system is in place to monitor site safety and access concerns</li> <li>Review procedures for emergency evacuation of people with disabilities</li> <li>Ensure staff are aware of the PEEP procedures for students and staff with impaired mobility</li> <li>Ensure PEEP procedure is included in staff induction</li> <li>Explore possibility of a Safe Haven at Ore</li> </ul>	Sept 13	Head of Student Services, VPEES, Head of FM, EDI Committee.	Report to SLT <ul style="list-style-type: none"> <li>Safe Haven in place at Ore</li> </ul>	<ul style="list-style-type: none"> <li>Review completed and revised procedures in place</li> <li>No reported issues or security incidents to date</li> <li>Safe Haven in place at Ore</li> </ul>

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<b>Eliminating Discrimination, Bullying, &amp; Harassment</b>	3.4	To actively encourage people with disabilities to apply for college vacancies	<ul style="list-style-type: none"> <li>Review/ revise current job advertisement media to ensure encouraging wording</li> <li>Use Two Ticks Logo on all job adverts</li> <li>HR to actively encourage disability disclosure via Self Service</li> </ul>	Sept 13	Head of HR	<ul style="list-style-type: none"> <li>Increase in number of disabled employees from 3% to 6%</li> <li>100% staff disclosure</li> </ul>	<ul style="list-style-type: none"> <li>Non-disclosure remains an issue –proactive encouragement needed</li> <li>Disabled employees currently at 4%</li> <li>Two Ticks used</li> </ul>
	3.5	To ensure key documents are available to staff and learners with visual impairment	<ul style="list-style-type: none"> <li>Ensure all key documents are available in Braille and/or large print format</li> </ul>	April 14	Heads of Marketing, Student Services and ALS	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Documents in Braille/ large print formats to be available on request</li> <li><i>Browse Aloud</i> being considered for website</li> </ul>
<b>Monitoring Equality Outcomes</b>	4.1	To improve access to EDI data	<ul style="list-style-type: none"> <li>Review of available diversity data</li> <li>Identify gaps, establish potential benchmarks and agree E&amp;D performance indicators for integration into the existing quality review process</li> <li>Provide LSMs with success rate data by age, gender, ethnicity &amp; disability for use in course reviews</li> </ul>	Sept 13	Head of MIS, HoFs, Head of HR	<ul style="list-style-type: none"> <li>Course reviews &amp; SARs show better use of EDI data</li> </ul>	<ul style="list-style-type: none"> <li>EDI data now available</li> <li>Review of available EDI data incl. targets PIs is underway</li> <li>More data to be made available via EDI web pages (currently under development)</li> </ul>



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<b>Monitoring Equality Outcomes</b>	4.2	To monitor and improve learner attendance by age, gender, ethnicity and disability	<ul style="list-style-type: none"> <li>• HoFs to receive monthly attendance reports</li> <li>• HoFs &amp; LSMs to identify any poor attendance trends &amp; take appropriate action</li> <li>• Termly monitoring of attendance trends by SLT &amp; EDI Committee</li> </ul>	Ongoing	DP, Director of Quality, EDI Committee, Principal, Head of MIS	<ul style="list-style-type: none"> <li>• Report to SLT &amp; Governors</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis &amp; report completed</li> </ul>
	4.3	To monitor under-performance and increase learner success rates by age, gender, ethnicity and disability	<ul style="list-style-type: none"> <li>• Produce report showing success rate data at college/ SSA levels</li> <li>• MIS, SLT &amp; EDI Committee to identify issues/ concerns and report to governors</li> </ul>	Mar 13	Director of Quality, Head of MIS, SLT, DP	<ul style="list-style-type: none"> <li>• Termly monitoring procedures in place</li> <li>• A cross-college action plan for supporting under-performing groups</li> <li>• Report to SLT &amp; Governors</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis &amp; report completed</li> <li>• Teachers &amp; LSMs currently taking action with support</li> </ul>
	4.4	To assess the effectiveness of additional learner support	<ul style="list-style-type: none"> <li>• Produce report on ALS take-up/ success rates</li> <li>• Review referral and internal marketing to identify ways students with undeclared/ unidentified support needs could 'slip through the net'</li> </ul>	Oct 11	Head of Student Services & ALS Manager	<ul style="list-style-type: none"> <li>• Report to SLT and Governors</li> <li>• Improved ALS take-up and success rates</li> </ul>	<ul style="list-style-type: none"> <li>• Report delivered as part of PIAP and SAR process</li> </ul>

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<b>Monitoring Equality Outcomes</b>	4.5	To analyse learner progression by age, gender, ethnicity and disability	<ul style="list-style-type: none"> <li>Produce EDI progression data at college and SSA levels</li> <li>MIS, SLT &amp; EDI Committee to identify issues/ concerns and report to governors</li> <li>Ensure information informs curriculum planning</li> </ul>	Mar 13	Head of MIS , Director of Quality, EDI Committee	<ul style="list-style-type: none"> <li>Report to SLT &amp; Governors</li> <li>Curriculum planning takes account of findings</li> <li>Reduced differentials in progression rates of different groups</li> </ul>	<ul style="list-style-type: none"> <li>Report delivered</li> </ul>
	4.6	To improve learner exclusion and suspension rates	<ul style="list-style-type: none"> <li>On-going monitoring to ensure all cases are reported to MIS</li> </ul>	Jan 12	HoFs, SLT, Head of Student Services, EDI Committee	<ul style="list-style-type: none"> <li>SLT/ EDI Committee receive termly reports</li> <li>Data shows a decrease in learner suspension &amp; inclusion rates</li> </ul>	<ul style="list-style-type: none"> <li>Procedure in place to collect information</li> <li>Procedure to be reviewed as part of Pro Monitor development</li> </ul>
	4.7	To ensure Learner Voice processes are representative of all 9 protected characteristics	<ul style="list-style-type: none"> <li>Analyse attendance of Learner Voice forums to ensure it is representative of all EDI groups</li> <li>Ensure Learner Voice attracts a representative range of students</li> <li>HoLs to be proactive in encouraging students to attend</li> </ul>	June 12	Head of Student Services, Director of Quality HoFs	<ul style="list-style-type: none"> <li>Attendance reports and minutes of Learner Voice forums show representative attendance</li> <li>Learners' EDI issues/ concerns are identified and appropriate action is taken</li> </ul>	<ul style="list-style-type: none"> <li>Restructured Student Council Executive now includes Disabilities, LGBT and BAME Officers</li> </ul>

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<b>Monitoring Equality Outcomes</b>	4..8	To actively seek and monitor staff and learner views with reference to all 9 protected characteristics	<ul style="list-style-type: none"> <li>Establish discrete staff and student focus groups and/or on-line discussion forums to inform EDI impact assessments, identify concerns and highlight unmet needs</li> <li>Disaggregate and analyse perception and feedback surveys</li> <li>Report findings to governors, SLT and EDI Committee</li> </ul>	Ongoing	Director of Quality, Head of HR, Head of Student Services ALS manager	<ul style="list-style-type: none"> <li>Minutes of forum meetings/ feedback from on-line forums help to identify appropriate actions</li> <li>Annual EDI reports to governors, SLT and EDI Committee show an increase in staff satisfaction with reference to EDI</li> </ul>	<ul style="list-style-type: none"> <li>System for gathering and reporting views is in place</li> <li>Discrete on-line forums planned for EDI web pages</li> </ul>
	4.9	To ensure all staff have access to staff development	<ul style="list-style-type: none"> <li>Analyse take-up of staff development by age, gender, ethnicity and disability &amp; grade</li> </ul>	Ongoing	Head of HR	<ul style="list-style-type: none"> <li>Annual EDI reports to governors, SLT and EDI Committee show no significant differentials</li> </ul>	<ul style="list-style-type: none"> <li>Reporting system is in place</li> </ul>
	4.10	To produce EDI HR reports showing recruitment, selection, promotions & grievances by age, gender, ethnicity & disability	<ul style="list-style-type: none"> <li>On-going analysis enabling HR to produce EDI reports with recommendations to SLT, governors and EDI Committee</li> <li>identify appropriate measures and targets to tackle under-representation</li> </ul>	Ongoing	Heads of HR and MIS	<ul style="list-style-type: none"> <li>Annual EDI report to governors, SLT and EDI Committee shows fewer EDI grievances and better representation</li> </ul>	<ul style="list-style-type: none"> <li>Annual reporting in place</li> </ul>

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<b>Monitoring Equality Outcomes</b>	4.11	To ensure that annual EDI Health Checks are conducted	<ul style="list-style-type: none"> <li>Identify external organisations to complete EDI and Disability ('Two Ticks') Health Checks</li> </ul>	Ongoing	Head of HR, Director of Quality	<ul style="list-style-type: none"> <li>Health Check reports to SLT</li> </ul>	<ul style="list-style-type: none"> <li>Annual 'Two Ticks' Health check undertaken</li> <li>E&amp;D Health Check completed Dec 12</li> <li>Health Check Report delivered to governors&amp; SLT Jan 13</li> </ul>
	4.12	To produce a comprehensive annual EDI report to Governors	<ul style="list-style-type: none"> <li>Cross college timetable for EDI reporting to be established</li> <li>Senior manager with responsibility to collate EDI reports and report annually to Governors</li> <li>EDI report to be published on-line</li> </ul>	January 2014	Principal/Vice Principal Resources	<ul style="list-style-type: none"> <li>Cross-college annual EDI report is produced</li> <li>All staff, learners and stakeholders have access to the report on-line</li> </ul>	<ul style="list-style-type: none"> <li>Still to be completed</li> </ul>